**Lesson Plan Format**

**Teacher Candidate: Alexander Wilson**

**Grade Level: 4**

**Date of Lesson: November 6, 2015**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The unit goal is for Students to analyze and gather geographical, cultural, historical, and economical information form primary sources to synthesize an informational pamphlet for tourists to the Middle West region of the United States.

**4SS4.d:**Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.

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**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students are expected to know the essentials of what an economy is and how it runs, as this was a topic covered in third grade.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

**Students will…**

* Identify key resources of the Middle West
* Make inferences and inquires using information on resources of the Middle West and economics.
* Discuss how the key resources of the Middle West affect human settlement in the region.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Student participation in group work/discussions and group completion of graphic organizer.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Maps #1, #2, #3, #4, #5 (see appendix 1)
* Photo #1 (see appendix 2)
* Map Analysis Graphic Organizer: 
* SMART board
* Projector (ELMO etc.)

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Teaching Model: Inquiry

The inquiry model of teaching was chosen because students, at 4th grade, have the intellectual ability to use facts and observations to form their own opinions and judgments on topics. This teaching model lends itself to this lesson because students will analyze primary sources to develop their own ideas and beliefs on how resources of the Middle West permitted the growth of economies in the region, how the resources have and are being used, and their impact on cities in the Midwest.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* Read to the class *Economics -How Economics Works-*by Laura Anne Gilmanto refresh students’ memories on what makes an economy and how it can grow.
* As a whole group discussion, ask students: *How can an economy grow? What could you do to help grow the economy of Okinawa/Japan?*
* Write all student answers and discussion contributions on the board for later reference.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**I Do (modeling):**

* Post Map #1 on the board for the class to see.
* Explain to students that they will be analyzing maps today.
* Using a projector (such as an ELMO) complete the Map Analysis Graphic Organizer to model corrects usage of said graphic organizer and set expectations.
* While filling out this form, conduct a think-aloud to model examples of what students should be thinking when analyzing primary source maps.
* Example of filled in Map Analysis Graphic Organizer using Map #1: 

**We Do (scaffolding):**

* Post Map #2 on the board for the class to see.
* Again, using a projector, complete another Map Analysis Graphic Organizer; however, this time fill in the graphic organizer with the class.
* Have students lead this activity, share what they are thinking, and share what information they would use to fill in the graphic organizer.
* Scaffold class/student responses when needed.

**You Do (independent work):**

* Group students into groups of 4-5 and provide each group with maps #3, #4, and #5.
* Hand each group 3 Map Analysis Graphic Organizers. Instruct groups to complete a graphic organizer for each photo.
* While students are working, listen to and observe groups for student participation as well as struggling students/groups in need of scaffolding.
* Have each group briefly present to the whole class their findings and how those findings could help grow the economy. If a group is having trouble, scaffold by guiding the group’s to connect their findings to the discussion answers on the board conducted in the Initiation section of this lesson.
* Tell students that many people call the Middle West region of the United States the “nation’s breadbasket.” Then, ask students: What do you think people mean when they call the Midwest the “nation’s breadbasket?”
* Once students provide their guesses, state that the Midwest region is the referred to as the “nation’s breadbasket” because it provides much of the food for the nation.
* Post Photo #1 on the board for the class to see.
* Tell students: *Using what we learned from analyzing primary source photos, examine Photo #1. What do you think this man might do with his crop (corn)? Are his actions similar to how we use crops produced in the “nation’s breadbasket”?*
* With “nation’s breadbasket” information in mind, ask students: *Do you think cities in the Midwest region are affected by living in the “nation’s breadbasket?” How do you think cities in this region will or will not be affected?*

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* Students write in their social studies journals answering questions: *How do the recourses in the Middle West region help grow the economy? Are the recourses produced in the Middle West region used similar toady to long time ago? How might the cities in the Middle West region be affected by the region’s recourses?*

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

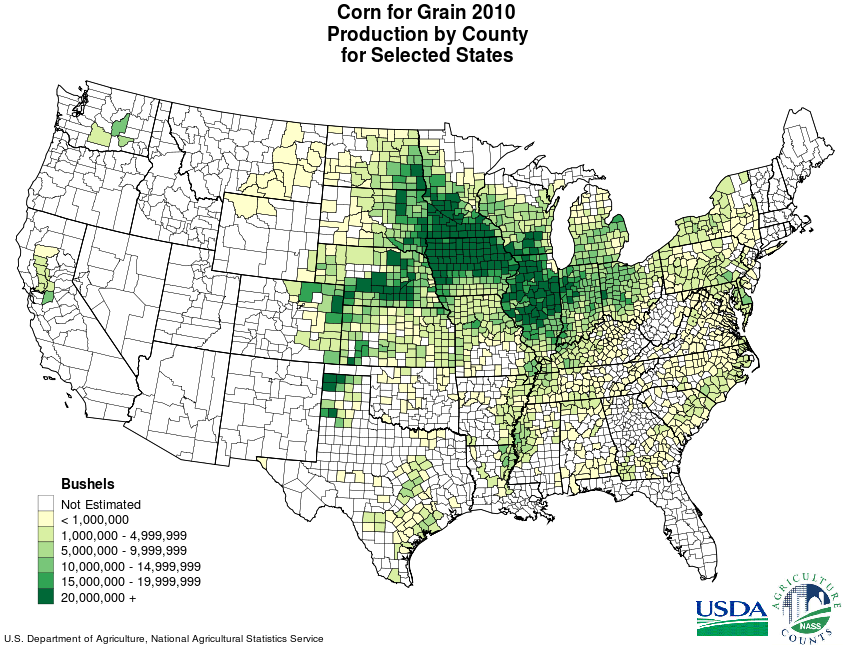
2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

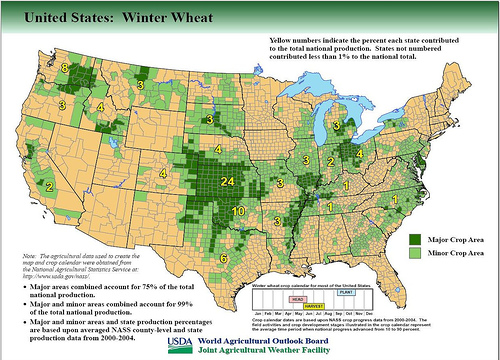
4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

**Appendix 1**

**Map #1**

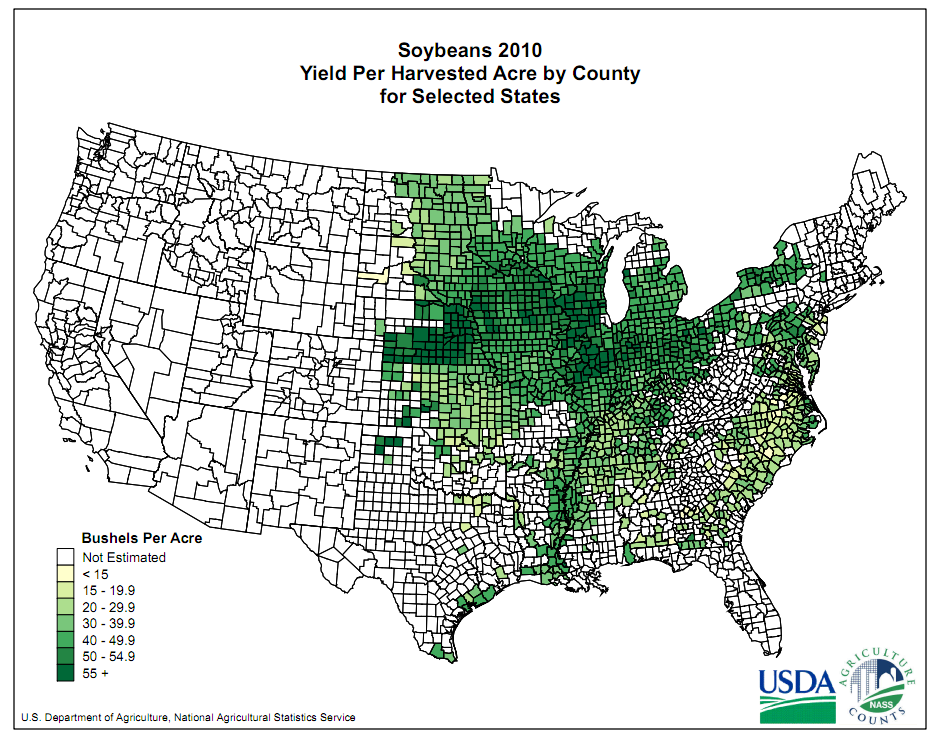
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**Map #2**

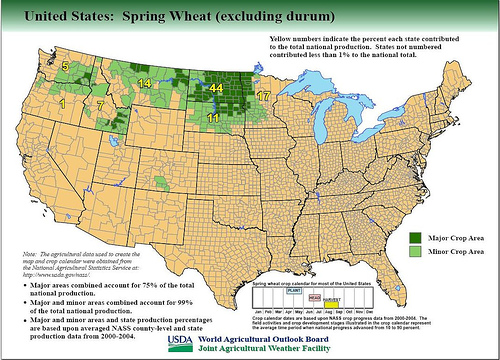
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**Appendix 1 cont.**

**Map #3**

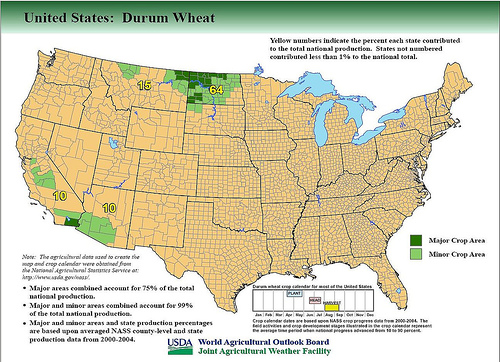
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**Map #4**

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**Appendix 1 cont.**

**Map #5**

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**Appendix 2**

**Photo #1**

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